



Schools Evaluation Authority

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Zwelihle Primary School Report



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School: **Zwelihle Primary School**
Address: 9720 Sisulu Street, Zwelihle, Hermanus, 7200
Circuit: C2
District: Overberg
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr NW Laphi

Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:



Overall performance



KEY:



Main Findings



1. Learner Achievement 2

The Grade 3 systemic tests results in Languages and Mathematics in 2022 were 30.3% and 54.5% respectively. The Languages results have improved substantially by 21.6% from 8.7% in 2021 to 30.3% in 2022. The results are above the district but below the circuit and the province. Learners' results in Mathematics have improved substantially by 23.6% from 30.9% in 2021 to 54.5% in 2022. The test results are good and are above the district, circuit, and province.

The Grade 6 systemic test results in Languages and Mathematics in 2022 were 23.5% and 18.5% respectively. The Languages results have a substantial improvement of 16.7% from 6.8% in 2021 to 23.5% in 2022. The results are substantially below the circuit district, and province. Learners' results in Mathematics have improved by 8.4% from 10.1% in 2021 to 18.5% in 2022. The test results are inadequate and are below the district, circuit, and province.

Reading across the phases requires improvement in the classes observed. Although most learners speak easily in their mother tongue, they do not speak clearly and in full sentences. Their writing, as reflected in their workbooks, requires improvement. Most learners listen attentively but not all learners are able to follow instructions. Most activities are completed on worksheets which limit learners' opportunities to practise their writing skills, organise their ideas and creatively express themselves.

There are some learners who are capable of handling numbers without the use of electronic devices. During problem-solving, they are able to use appropriate mathematical language and perform mental calculations to solve the problem effectively. Not all learners are able to use a variety of problem-solving strategies.

The school offers extra- and co-curricular and cultural activities after school. Extra-curricular support is given to learners to assist with improvement in Mathematics and Home Language. The school also provides cultural activities such as dance and choir. The Eco Warriors club caters for environmental enthusiasts. However, not all learners' interests are accommodated. No achievements were received for participation in co-curricular and cultural activities recently.



2. Teaching and Learning 2

While all educators were present, not all were actively engaged in teaching. Teachers ensured that learners interacted respectfully with each other, but did not include all of them in some activities. Most classrooms were maintained well, but a few were not organised effectively to enhance the learning environment. Some seating arrangements were carefully planned to promote positive behaviour. In some grades, learners were seated according to their proficiency in Mathematics and Languages. A few teachers acknowledged learners' work and progress by displaying their work in a designated area.

Only a small group of learners were actively engaged in critical thinking tasks in class. Teachers rarely asked open-ended questions to encourage learners to think more deeply and promote active participation. Teaching pace and style were not always adjusted to accommodate learners' needs. In a few lessons, the slow pace of instruction caused learners to lose interest. However, some teachers had well-structured lesson plans that used teaching time optimally, promoted more learner involvement and deeper understanding of subject matter. Feedback given to learners was generally not constructive enough to lead to improvement. Although most teachers have appropriate subject knowledge, they focused on key concepts and routine practices with few activities to stimulate learner interest. Only a few teachers use the available learning and teaching support material (LTSM), including technology, to enhance understanding of specific concepts or skills.

The number of completed activities in the learners' workbooks varied in each phase. Learners who were absent were not always encouraged or supported to catch up on missed work. Teachers did not consistently mark work across all grades. Additionally, learners were not always motivated to correct their mistakes which resulted in teachers' feedback focusing on incomplete work instead of guiding further learning. However, some teachers used differentiated strategies and tailored activities to meet individual learning needs. Despite this, assessment data was not fully utilised to plan for improving learner achievement throughout the school. Individual support programmes were not effectively managed across grades, resulting in minimal impact on most learners who required additional support.



3. Behaviour and Safety..... 3

The school has a positive atmosphere that is reflected in its welcoming environment, where learners feel safe and valued. The teachers engage positively with the learners and are attentive to their needs. There is minimal time-wasting and disruptive behaviour. However, there is room for improvement in learner diligence and focus as a few learners could benefit from being more attentive in lessons. Attendance statistics reveal a need for increased learner attendance, especially during winter. No bullying incidents were reported which indicates a positive and safe learning environment. The Code of Conduct for Learners (CoCL) is implemented as required and disciplinary regulations and procedures are consistently followed when learners violate the rules.

While the school strives to identify and support learners who may need assistance, support is not consistently made available to all learners. The school works closely with community agencies to provide learners with additional resources and services. The safety of learners is prioritised and habits such as walking in groups and using designated pedestrian crossings are cultivated. The cleanliness and maintenance of ablution facilities require attention. Even though the premises are secure, recent burglaries have raised concerns about existing security measures. The school does not conduct random searches and seizures to prevent learners from bringing dangerous weapons or illegal drugs onto the premises. The National School Nutrition Programme (NSNP) is well-managed and ensures that learners receive nutritious meals without disrupting teaching time. After-school activities are limited and can only accommodate a small group of learners.



4. Leadership and Management..... 2

All staff members reviewed the school's vision and mission statements collaboratively, which are displayed throughout the school. Despite some learners being unfamiliar with both these statements and the values, most learners showed appropriate behaviour and were neatly dressed in their school uniforms. The vision reflects the school's ambition of becoming a centre of excellence. It is passionately committed to providing a high-quality education and fostering a nurturing environment for learners to thrive. The school management team (SMT) identified a number of strengths which include SMT unity, staff dedication, detailed analysis of results, seamless integration of technology and consistent monitoring. Increased parental involvement and professional training were mentioned as areas for development. SMT members do not have a full understanding of their respective roles and responsibilities which hinders the advancement of school improvement. A self-evaluation process was conducted to formulate the school improvement plan (SIP). The SIP highlights measures to improve safety and security, but key priorities are not adequately addressed. The school lacked sufficient information to fully determine its strengths and weaknesses due to incomplete data sets. SIP implementation and monitoring were also inconsistent.

The SMT analysed systemic test results, but its use was limited to some grades and subjects. Similarly, internal assessment results were examined, revealing the number of learners at each performance level; however, no further analyses were compiled. Significant differences were found in learner achievement between external and internal assessment results. The quality of teaching and learning as well as assessment was not further analysed. English First Additional Language outperformed IsiXhosa Home Language which was raised as a concern. A weakness in learner performance was also reading with understanding. Lesson observations were conducted, but there was no documentation of constructive written feedback to teachers. As a result, the SMT does not have a comprehensive understanding of the quality of teaching. The use of information and communication technology (ICT) was acknowledged as a strength while establishing regular marking of learners' work as an area for development. Insufficient attention was given to diligently overseeing curriculum delivery, maintaining quality assurance of assessments and implementing continuous improvement actions. Some SMT members ensure teachers plan together, but the focus leans more heavily on teaching than learning. Teacher evaluation data was utilised to identify strengths and areas for development in teaching practices and to compile a professional growth plan. The SMT oversees and encourages teachers to attend professional development sessions provided by the district and various organisations. These actions have resulted in some enhancements in the quality of teaching.

While staff members perform their duties diligently, there are areas of concern. Timetable adjustments occur without SMT approval, learners' work is rarely marked and lesson planning is not uniformly implemented throughout the school. Some non-teaching staff members are tasked with the maintenance of particular sections of the premises, but a lack of consistency is evident in the monitoring of cleanliness and hygiene throughout the school. Due to the actions taken by the SMT, staff members consistently arrive early in the morning and attendance is good. It was reported that there had been no need to follow disciplinary procedures

as staff members displayed a commendable work ethic. Learners have access to their textbooks, but all other available teaching and learning support material (LTSM) is not used optimally to benefit learners. For example, the utilisation of ICT to enhance teaching and learning and increasing the resources of an existing library are areas for improvement. The well-maintained garden contributes positively to the learning environment.



5. Governance, Parents and Community.....



The governing body does not fully understand the school's overall effectiveness and improvement priorities. It focuses on safety and security as well as the maintenance of the premises. However, minimal attention is given to improving learner achievement. The governing body's efforts in relation to school improvement are limited to matters pertaining to improved financial management. It has undergone a training programme to enhance its capacity to recruit and select competent candidates. The majority of core policies have been reviewed and adopted, but not all are consistently implemented to achieve intended outcomes.

The Finance Policy has been reviewed and updated, but implementation continues to be inadequate. A deviation from generally accepted practices has been observed in income and expenditure over the past two years. Although not all financial records were readily accessible, most were stored securely. Reports from external auditors highlight some areas of concern. The budget was discussed with parents and adopted at a formal meeting in November 2022. Due to poor financial management, expenses are not always aligned with the budget.

The school has a prefect system and these learners were sent for training in order to gain an understanding of their roles and to develop their leadership skills. However, they receive limited opportunities to influence decisions that impact learners. While efforts to increase parental involvement have produced positive outcomes, additional engagement is necessary to fully realise the desired impact on their children's education. The school maintains regular communication with parents to keep them informed about their children's progress and school events. Professional relationships are satisfactory and the staff receives regular communication regarding school-related matters. The school is in constant communication with the district. However, in order to improve the quality of teaching and learning, more support is required to enable all stakeholders to gain a better understanding of their respective roles and responsibilities. The school maintains links with external organisations which include Rainbow and the Mass Participation, Opportunity and Access Development and Growth (MOD) programme.

Recommendations

1. Teachers must plan lessons more effectively by including a broad range of activities for all subjects.
2. Teachers must mark learners' workbooks more consistently and provide constructive feedback.
3. Teachers must make lessons more accessible by using all available LTSM.
4. The SMT must increase the safety and security measures of the school premises.
5. The SMT must conduct regular and structured lesson observations to identify the strengths and weaknesses in teaching and learning.
6. The SMT must implement and monitor the SIP priorities.
7. Additional support and guidance must be given to the governing body to gain a full understanding of their roles and responsibilities.
8. Increased support is required from the district to improve the quality of teaching and learning in all grades and subjects.